

24 MAR 1981

MEMORANDUM FOR: Director of Technical Service
Director of SIGINT Operations
Director of Research and Development
Director of Development and Engineering
Director, Foreign Broadcast Information
Service
Director, National Photographic Interpretation
Center

FROM:



STAT

Chief, Procurement Management Staff, DDS&T

SUBJECT: Engineering Seminar on Program Management

1. In November 1978 the DDS&T, with the formal concurrence of the Director of Training, undertook a component training course entitled "The Relationship of the Government Engineer to the Industrial Resource" (now entitled "Engineering Seminar on Program Management"). This course was designed primarily to address questions concerning the art of program management. It specifically focuses on the events preceding the actual execution of an acquisition contract. In doing so, the course attempts to trace the evolving role of the Government engineer in the process of generating requirements and defining the technologies available, preparatory to the selection of the competing contractors, through the Request for Proposal and Bid and Evaluation stages to the final contractor selection. The express purpose of this orientation is twofold: one, to establish the orderly process required in the pre-acquisition phase; and two, to describe the industry motivation in parallel process.

2. The first three runnings of the course were conducted at Headquarters on a half-day basis for five days, after which time, and based on the student critiques, the DDS&T decided to restructure the course for the purpose of making it a true seminar (the original intent) versus a series of lectures. The course was then moved to one of our nearby training sites.

3. The relocation of the course modified the format to three days with evening sessions, guest lecturers on real cases, and the participation by 60 percent of the students in a panel-type discussion of student-submitted actual but nonattributable cases. The case study method is of great value, and the camaraderie which results in the discussion of same between students, while at

SUBJECT: Engineering Seminar on Program Management

meals or during leisure time, provides not only a basis of professional cross-fertilization but a personal base for future contact and consultation on problems of common concern. This latter point is a by-product, but a welcome benefit. The May and October 1980 runnings, as evidenced by the students' critiques and the graphic portrayal of same (attached), indicate a marked increase in the response and receptiveness of the students.

4. I suggest that your perusal of the unabridged critiques provided by the course attendees for each of the several runnings will indicate that a marked benefit has resulted from the learning experience afforded the participants.

5. This information is provided merely as feedback, since those attending the course are your personnel and represent a substantial investment on the part of each Office.

STAT

Atts

cc: D/OT&E/DDA

February 1982

III. SPECIFICALLY, WHAT SEGMENTS OF THE SEMINAR HAD THE MOST RELEVANCE FOR YOU AND YOUR JOB?

PRO

CON

- "A. Knowing your industry counterpart.
- B. Reiteration of attributes required of a COTR.
- C. The Selection Process.
- D. Composition and Structure of the Industry.

The personal discussions approach to identifying the government industry interface in the contract cycle.

The OSO/TSD briefing indicating the techniques used to detect an overrun.

Discussion on role of COTR of small contracts.

An understanding of a philosophy of program management.

Responsibilities of government engineers, and the organization of corporate entities.

Dealing with CO and with contractor.

General discussion on interfacing with contractors and having maximum impact. Better awareness of how the contractor sees and relates to the COTR. Discussion of attributes and needed qualities of a COTR.

Discussion of COTR responsibilities, identification and discussion of evaluation of project by phases; presentation of unique cases and identification of subtle points that could present potential problems.

The "acceptable" behavior of the COTR/CO during the pre-award phase.

The seminar provided me a better understanding of both the practical--management direction--and the legal--contracting officer--responsibilities of how and why the COTR can operate effectively.

The video tape lecture was most interesting and it should be made available to the various functions of the Agency that employ COTRs."

February 1982

III. SPECIFICALLY, WHAT SEGMENTS OF THE SEMINAR HAD THE MOST RELEVANCE FOR YOU AND YOUR JOB? (Cont'd)

PROCON

"The case studies presented and how each was resolved and the rationale. Also, I felt that the lecturer's presentation on 18 February 82 was very good.

Presently I am not a COTR. I found understanding the responsibilities of the COTR the most interesting.

Better understanding of contractor motivation. I have never been in an industrial position, this course really helped.

Discussion, question and answer period and social hour observations.

The section on COTR attributes and the section on small programs. The section on large programs was interesting but probably have no direct impact on me in the near future.

The Agency view of a PM's function and how we should interface.

Achieving a better understanding of the procurement cycle in DDS&T; i.e. what reviews are held, by whom, and funding process.

The discussions of how to find and recruit resources in the private sector and the use of IR&D were most useful to me understanding my current job. The discussions on leadership and working with the private sector have provided me with additional insight in general.

Operating resources of the relationship between the CO and COTR and some fine tuning of the things a COTR can do and not do while fulfilling his role.

[] presentation was excellent."

STAT

February 1982

IV. FOR FUTURE RUNNINGS, WHAT ADDITIONAL TOPICAL AREAS WOULD YOU SUGGEST THAT MIGHT
IMPROVE THIS COURSE AND MAKE IT MORE USEFUL/APPLICABLE? BE SPECIFIC.

PROCON

"Make "The Program Manager in the Contract Cycle" course a prerequisite to this seminar.

I thought it was directed to the right topics and it's difficult to imagine that it needs much change.

The need and methods, if possible, of measuring/monitoring the performance of the contractor.

Perhaps it would be useful to take one contract example from these offices - OSO, OTS and ORD - and go through each of the steps of procurement. The contracts and similarities would be interesting to observe.

Provide sample package of forms (completed) and tables that illustrate procurement process, from initial user concept to final end item. A block diagram would be appropriate.

The "acceptable" behavior and interactions of the COTR/CO/Contractor during the "production/test phases."

Additional case studies.

I felt that the use of visual aids would have reinforced points made in the daily lectures, as well as retaining them through association.

One may not be available, but I feel a film showing a COTR going through the complete contract cycle - from award to final report - would be useful.

How to access a contractor's cost data in a RFP and overrun.

Address inhouse financial flexibility in more detail."

February 1982

IV. FOR FUTURE RUNNINGS, WHAT ADDITIONAL TOPICAL AREAS WOULD YOU SUGGEST THAT MIGHT IMPROVE THIS COURSE AND MAKE IT MORE USEFUL/APPLICABLE? BE SPECIFIC. (Cont'd)

PRO

CON

"A running of this course for people working with small contracts specifically and with more emphasis on R&D type programs where continual shifts in the program occurs.

Agency budgeting process and COTRs access to it.

COTR personalities are a major factor. A means to make us look at typical personality short comings would be interesting.

I thought all segments were pertinent; however, I think that the presentation of case studies reinforced or highlighted with course material would be extremely valuable in pointing out various situations/decisions with which the COTR might be faced."

V. ARE THERE ANY SEGMENTS THAT MIGHT BE ELIMINATED? IF SO, PLEASE EXPLAIN.

February 1982

PRO

CON

"No. The lectures are invaluable. There is much information to be conveyed within a short timeframe.

"Evening sessions."

I wouldn't eliminate any part of the course."

VI. ARE THERE ANY ADDITIONAL SUGGESTIONS OR COMMENTS YOU WISH TO MAKE?

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PROCON

"Various situations/decisions with which the COTR might be faced.

Yes, thanks for the time and effort that was obviously put into making this an enjoyable, worthwhile experience. One of the first courses I've taken that I can truly say I can take the knowledge and immediately apply it to my day-to-day work activity.

The session given by the COTR from OSO was very informative. [redacted] did an excellent job of presenting his problem and the interaction with the class was helpful.

I have heard about the [redacted] course for the past two years, and this course fulfilled all of my expectations-- which were high. Both [redacted] were obviously highly knowledgeable. They were excellent instructors from whom I learned a great deal.

A job well done. Most appreciated.

The information/subject matter covered during Al's lectures are specifically applicable in many of my contracts. The printing/publishing of his notes in addition to/or independent of [redacted] book may be helpful in the future.

Once we do have COTRs managing small contracts and COTRs handling large contracts, we should have guest lecturers who handle each to talk to the class. That way similarities and dissimilarities can be more sharply focused.

The course was very well run and will be useful. Hopefully the attendees can transfer some of the information to fellow employees back at the office.

The only things wrong with the seminar was that it was too short. It should be at least a week long presentation."

"I did not like the four in a room quarters that I was assigned to. In the future I will commute rather than stay at night.

Reading material should be out earlier."

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VI. ARE THERE ANY ADDITIONAL SUGGESTIONS OR COMMENTS YOU WISH TO MAKE? (Cont'd)

February 1982

PRO

"The course content is very appropriate. Much can be gained from the experience of [redacted]

It would help a COTR's development of a product or service if a central (computer) location could be found to give a list of the capability of contractors who do or have done business with the Agency. Security, of course, considered. If it could be done it would eliminate a lot of hunting, unrewarding visits and CO/COTR time. It would hopefully give a starting place.

Should be a must for every COTR. A case history type of discussion format should be an ongoing thing, as we all can continue to learn by seeing what is happening on other contracts."

CON

"Is there any way we could be notified earlier that we have been selected to attend the STAT course. I was told I was selected on Feb 14 and received the course material on 16 Feb at 1300. Not enough time to prepare for the course.

Limit each instructional period to maximum 1 hour and 50 minutes then break."

October 1981

III. SPECIFICALLY, WHAT SEGMENTS OF THE SEMINAR HAD THE MOST RELEVANCE FOR YOU AND YOUR JOB?

PROCON

"Discussions related to resolving problems that occur with most projects where cost, schedule, and performance are impacted. Identification of steps that could be taken to either avoid or minimize such impacts.

All portions. Case studies help all students and bring out small points that may not normally be covered.

Discussions of actual cases.

I found much of this interesting but not necessarily relevant. The mechanics of competitive procurement was relevant since we are doing more of this in OTS.

C/PMS/DDS&T's comments, well-taken. About thorny issues in the management of contracts.

Case studies these certainly provided examples of continued reinvention of the wheel.

Case studies - the actual problems that we face today and being able to postulate solution will be an extreme help.

Specific examples of real life contracts, their problems, and their possible resolutions.

Understanding the importance of (1) good COTR-Program Manager relations and (2) close monitoring of contracts by the COTR. Thought the case histories were interesting and indispensable to the understanding of (1) & (2) above."

III. SPECIFICALLY, WHAT SEGMENTS OF THE SEMINAR HAD THE MOST RELEVANCE FOR YOU AND YOUR JOB? (cont)

PRO

CON

"Not segments, but overall, the seminar philosophy and perspective were most relevant and valuable. Experience of the two lecturers is an essential part of seminar. Seminar discussions were well guided and useful.

Discussion of 50-question quiz was most relevant and informative. Case studies were well chosen and educational.

Case studies. Discussion and question and answer session with course instructors explanations of COTR responsibilities and legal bounds.

Providing a framework of the contracting process and then providing insights via case studies as to what happens if the process omits or "scimps" on any step.

Case studies and the evening seminars.

Reviewing actual coverages and discussing it's problems/successes.

Case studies.

Understanding when and how to interface with industry.

Discussions of the contractor's perspective and his motivations.

Responsibilities as government engineer.

Case studies. There should be more of these, integrated into the theoretical program. These would better illustrate the material than cartoons.

Interfacing with the contractor, understanding his motivational factors, case studies which provide the real life examples."

October 1981

IV. FOR FUTURE RUNNINGS, WHAT ADDITIONAL TOPICAL AREAS WOULD YOU SUGGEST THAT MIGHT IMPROVE THIS COURSE AND MAKE IT MORE USEFUL/APPLICABLE? BE SPECIFIC.

PRO

CON

"A programmed case study with random effects to chosen options could be prepared covering an entire contract action and integrated to run throughout the entire seminar.

Overview of specific contract types, where implemented, and why.

1. In depth treatment of contract types to include advantages and disadvantages of each.
2. Examination of well written contracts of each type.
3. Extension of problem solving (case study) exercises. Present a model case first.

A cleared representative discuss problems his company has had in dealing with the agency.

Critique statements of work and rewrite them to avoid technical problems.

Biggest area is assumptions - when specs are all not perfect - and in SC-1 contracts this is never true - then implied, inherent assumptions fill the void. This is always a source of trouble. The point of these the corrective action, etc. could be easily integrated and I believe add significantly to the course.

More questions and answers concerning existing problems that COTRs have now.

1. Present and discuss a model RFP and model contract.
2. Present and discuss real examples of poor RFP and poor contracts."

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(cont)

IV. FOR FUTURE RUNNINGS, WHAT ADDITIONAL TOPICAL AREAS WOULD YOU SUGGEST THAT MIGHT IMPROVE THIS COURSE AND MAKE IT MORE USEFUL/APPLICABLE? BE SPECIFIC.

PRO

CON

"Budgetary implications and considerations (e.g. where does overrun money come from) - split year funding, prior year funds, etc; problem of budgeting for a project 2 yrs before execution year.

More information regarding the psychology and motivations of contractors in the contractual process.

I would like to see more information provided on cost estimating. However, do not include info in this course; provide a separate class. Do not lengthen class.

Expand current case law portion.

Spend more time going over material in the handbook given to us here; i.e., the regulations.

We manage many small projects. Furthermore, we have found success in breaking down larger projects into smaller projects and managing them as small projects. There are problems unique to small projects. It seems to me that when there is substantial OTS and OSO participation some mention of small projects would be wise.

I would like to see a session (with examples) devoted to the various ways of applying "creative leverage" to a company. Detailed examples of successful use of leverage would be interesting.

I would rather see a panel of two or three Contracting Officers on "the COTR, as seen through the eyes of the Contracting Officer".

IV. FOR FUTURE RUNNINGS, APPROVED FOR RELEASE 2007/06/20 : CIA-RDP85-00024R000500310017-4
WHAT ADDITIONAL TOPICAL AREAS WOULD YOU SUGGEST THAT MIGHT IMPROVE THIS COURSE AND MAKE IT MORE USEFUL/APPLICABLE? BE SPECIFIC.

October 1981
(cont)

PRO

CON

1. "Brief explanation as to types of contracts available and when is the best situation to use them (CPFF, CPAF, ...).
2. List of the contract cycle from birth to death. What are the essential elements at each step?
3. Explain the tools available to slow down a project or terminate a project. Explain how the project can be stopped or progress halted until perceived problems are rectified. How can these contracts be halted until problems are rectified? What is the "political" wisdom of doing this? Explain.

Motivation factors that could be used for contracts which are generally year after year follows on efforts--such as operations and maintenance type contracts for large or medium sized programs."

October 1981

V. ARE THERE ANY SEGMENTS THAT MIGHT BE ELIMINATED? IF SO, PLEASE EXPLAIN.

PRO

"The discussions on the book "Program Managers Course" could be dramatically shortened. Referrals should be made to the information contained in the book but lengthy lectures are not necessary.

● None, all were very relevant.

Less emphasis on memorization of terms and more on interface of concepts."

CON

"The lectures were totally redundant with the precourse reading and should be either eliminated or compressed into about a three-hour presentation. Use instructor as a resource to support problem-solving exercises, not as a lecturer."

October 1981

VI. ARE THERE ANY ADDITIONAL SUGGESTIONS OR COMMENTS YOU WISH TO MAKE?

PRO

CON

"Several of us are new to the COTR role and would benefit more from this seminar after more experience in this field. It could possibly be more beneficial to take this course after one year on the job as a junior COTR.

Very well organized and good learning atmosphere.

Instructors are two excellent instructors in getting their point across. They personally gave me very useful instruction being a new COTR.

Excellent course. Would like to find a way COTRs can go to a source of into which can give advice and options, a sounding board before we go to our bosses with ideas.

1. Development and dissemination of an Early Warnings Systems for Managers of COTR would be most helpful if practicable to do. Many signs of this type were discussed in this course, but I believe a separate segment should be devoted to this area for those whose business involves management of COTRs either directly or indirectly.

2. A copy of the Program Manager's Course should be sent to each participant prior to the course as required reading."

"Either change the focus of the course as indicated above or compress it to 1-1/2 - 2 days.

The approach to this course has been extremely sophmoric. Some actual experience writing and critiquing actual case studies would be a much more valuable approach from my perspective.

Some of the discussion was a bit superfluous and could have been cut off much sooner."

October 1981

VI. ARE THERE ANY ADDITIONAL SUGGESTIONS OR COMMENTS YOU WISH TO MAKE? (Continued)PRO

"Some portions of the course seemed fuzzy to me, particularly in some of the instructor's presentations (which I would rate as Outstanding, overall). I attribute the problem to my lack of immediate familiarity with the external procurement process. C/PMS/S&T's presentations were much easier for me to bring into focus and, subsequently, to assimilate. Our organizational mechanics were revealed to a very helpful extent; coupled with discussions of various systems in use by contractors this helped me to understand some of the areas which offer opportunity for mutual benefit as well as for conflict. Most beneficial, however, was the emphasis upon dialogue as an absolute requirement for effective teamwork both within the organization, and between "us" and the contractor. Specifically, I believe real progress was made in encouraging COTRs to view the Contracting Officer as a member of the team, rather than as a sort of adversary. Finally, I would like to commend the instructor for his sincere and informed presentations, the C/PMS/S&T for his insight into the needs of the participants demonstrated by his moderation of the course and his individual presentations and comments, and to the secretary for her pleasant, efficient and industrious support to all of us. Well done!

Expand glossary to cover more of the many abbreviations that arise in discussions.
Outline of daily topics -- use title and description of topics rather than "Chapter I", etc.
Visual aids - use more, as appropriate, to aid presentations and discussions. Of course, is a matter of style.
Moderate so as to encourage more discussion, participation by all students."

CON

"No Smoking - rooms had no ventilation (especially in winter) - cigars, pipes, cigarettes - too much smoke."

October 1981

VI. ARE THERE ANY ADDITIONAL SUGGESTIONS OR COMMENTS YOU WISH TO MAKE? (Continued)PRO

1. "Either have POCC as a pre-requisite or spend more time on basics (possibly expand course to 1 full week when the first 2 days would be optional). This would allow supervisors of COTRs - especially new supervisors - who don't have COTR experience time to "catch up". But, even as is, course is extremely worthwhile.

2. Felt the instructors made a great team; they treated the subject as both a science and an art, which made for an interesting session.

A very good course - giving a mechanism for resolving day-to-day contractual questions.

The principle problem is with intermediate management. In the past COTR's have been directed to do something that is questionable. How do you suggest that we educate the bosses?

This course was a great help in getting me to think about aspects of my current job which I had never considered.

I realize that we learn from our mistakes, but why hold up only catastrophes and error-riddled projects as examples? Why not use some highly successful projects to illustrate the point you want to make on project management? It seems to me that taking a solely negative approach is counterproductive to the instructors' goal of developing teamwork. I sensed a "we-they" attitude developing out of this. The evening speaker talk highlighted success but only after a poor start. I was impressed that he did a great job of scrambling. He was benefited, however, by having large infusions of dollars when he needed them. This luxury is not available to all. To summarize this, if you want to demonstrate that the art of program management is "on time, within budget, meets specs", lets study some examples of same."

CON

"If smoking is to be allowed, strongly suggest the break every hour be honored."

October 1981

VI. ARE THERE ANY ADDITIONAL SUGGESTIONS OR COMMENTS YOU WISH TO MAKE? (Continued)

PRO

CON

"Trim down the Chapter presentations to make them concise. Some sessions were bogged down and tended to wander.

Another thing I would have enjoyed was to talk and listen to one or two contractors who have their perceptions of the government representatives throughout this course we have heard of the team concept (COTR, Contracting Officer and Contractor) and communications, communications, communications maybe it could be enhanced with a better insight into the other's problems. Instructor provides a good overview--a little more nitty-gritty would help.

During his lectures, the instructor covered a number of lists of points (i.e., types of companies, types of organizations, etc.). These are in the narrative of the handouts but a list of these key points would be helpful if presented as a part of the handouts. Just a topical outline or a list of keypoints."

May 81

III. SPECIFICALLY, WHAT SEGMENTS OF THE SEMINAR HAD THE MOST RELEVANCE FOR YOU AND YOUR JOB?

PRO

CON

- A. "How companies approach RFP and contract procedure.
- B. What skills a COTR needs and should try to develop.
- C. How to work with small contractors.
- D. Importance of keeping good communications with program manager on smaller programs.
- E. Importance of post-award conference.

The problems and issues faced by COTR & CO in the execution and completion of a program.

The group discussions of various contracts.

Case Studies.

Clarification and identification of risk areas in contracting.

All segments were extremely relevant. It is particularly appropriate to receive some inputs on the contractor's viewpoint.

Examples of problems that could occur if (rules) procedures not followed.

Fact that large/small contracts generally are handled same.

1. Understanding of the RFP process.
2. Renewed emphasis on the importance of being on schedule, within cost, and meeting performance.

The case studies and following discussions illustrated many do's and don'ts that I found very relevant to some of my day-to-day activities.

Case Studies.

All for general information."

May 81

III. SPECIFICALLY, WHAT SEGMENTS OF THE SEMINAR HAD THE MOST RELEVANCE FOR YOU AND YOUR JOB? (Contd)

PRO

CON

"The awareness of the vast responsibilities a COTR has/controls during the course of a contract.

The concept of the CO, CTOR...team is often lost in the day-to-day activities.. Standing back and analyzing problems others have had indicates why the team should be used.

Internal Agency handling of contracts.

Learning how the contractors feel in many situations and why they think that way.

Of most interest was how to stay out of a jam while running contracts.

Respective roles of the contracting officer and the COTR, and understanding the various aspects of the relationship between the COTR and the corporation(s) he deals with.

In general, [] approach to Program Management which includes a "common sense" approach. His discussions about the "qualities" a program manager should have were excellent."

STAT

May 81

IV. FOR FUTURE RUNNINGS, WHAT ADDITIONAL TOPICAL AREAS WOULD YOU SUGGEST THAT MIGHT IMPROVE THIS COURSE AND MAKE IT MORE USEFUL/APPLICABLE? BE SPECIFIC.

PRO

"Have [] relate more of his personal experience (possibly one case study he was involved in). He has 42 years of experience that could be relayed to the student.

None to my knowledge.

Section covering recent decisions in procurement cases was interesting and quite valuable in keeping up to date--also in avoiding potential problems in later contracts.

More case histories--pitfalls--which a COTR is likely to encounter.

Create several project teams to solve real or hypothetical problems.

I thought the content in general was excellent.

Add something about managing "think tank" type contracts, e.g., system integration contractors.

More examples of problems (actual) encountered.

1. More legal ramification.
2. Ways in which the COTR can make the CO's job easier.

More "give and take" on personal problems experienced.

Possibly cover specific differences between being COTR on large, small and very small contracts."

CON

"More up-to-date information on new rules and regulations. STAT

The lectures by the instructors were informal and unstructured. I believe a little more focus and structure by one of the two, perhaps Mr. Crowley, would transfer more information and result in a more effective course.

Perhaps spending a small segment of time (30 to 60 minutes) identified as "Pitfalls of COTR'ing". A bit of this was covered, but not enough.

I would like to go into more detail on contractor organizations and less time on Government organization.

Possibly inclusion of industry representation by large and small firms.

Expand the time allotted for case studies."

May 1981

V. ARE THERE ANY SEGMENTS THAT MIGHT BE ELIMINATED? IF SO, PLEASE EXPLAIN.

PRO

CON

"O.K.

No

No, I would just redistribute the emphasis.

None

No

None

None

No

None."

"Night versions were dull to a degree. People's attention tends to waver after 2 hours. Keep these shorter.

Some of the discussion on characteristics for COTR was starting to draw a little thin.

Less time could be spent on the material in the handouts."

May 1981

VI. ARE THERE ANY ADDITIONAL SUGGESTIONS OR COMMENT YOU WISH TO MAKE?

PRO

"Seminar was worthwhile; keep the same format. Have [] interject more of his personal experience.

As an "observer" attending this course, I had an opportunity to discuss the stated course objectives with the other students and found that (without exception) they consider the program to be completely successful in meeting those objectives and consider it a very worthwhile experience. I share that view and also believe that I have a better understanding to apply in my own area of responsibility. Thank you!

The technical value, i.e., new information obtained was minimal. However, much of the emphasis on tools available needs reenforcement now and again. Also, the primary benefit may not be technical, it may be inspirational. The simple realization that competent, dedicated individuals are working for the goals and objectives of CIA, even with all the vagueries, frustrations, etc.

I would like to see more emphasis on case studies and subsequent Q&A sessions. I found Al's comments to be very enlightening. I wish [] would share more of his experiences since he has such a wealth of it!

Enjoyed it!

The informal exchanges between the instructor, students and [] were extremely helpful."

CON

"Eliminate registration period of 45 minutes at beginning and extend third day to full day so as to gain more class time. STAT

[] is softspoken--possibly a microphone would help. STAT

I would like to see the questions on specific contracts be limited to the evening sessions and the case studies. This way less time would be spent on issues which do not affect the majority of the class.

Seminar could be longer."

STAT

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Mar 81

III. SPECIFICALLY, WHAT Approved For Release 2007/06/20 : CIA-RDP85-00024R000500310017-4 YOU AND YOUR JOB?

PRO

CON

"Since I have never been involved in this work before, I was "starting from zero" and so everything was valuable--a total learning experience.

All segments of the Seminar were relevant. Those I felt most useful were the philosophical portions and the "how to" "how not to" portions.

As my job has recently changed to include COTR responsibilities, I was particularly helped by learning the steps of the contractual process from requirements to wrap up. Also, learning the many controls available to the COTR should prove to be beneficial.

Contractor motivation and the concept of "leverage."

Meeting fellow students and getting a feel for their problems. Meeting [] and getting a feel for how he views our jobs.

STAT

The briefings presented by [] and [] in the evenings.

STAT

STAT

All segments approximately equally relevant.

The interworking between contractor and government manager in accomplishing the tasks; the utilization of which type contract to use for specific tasks.

The philosophy of working with the contractor.

Also, 1. The environment of the COTR

2. The Acquisition process.

Inputs from both lecturers."

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III. SPECIFICALLY, WHAT Approved For Release 2007/06/20 : CIA-RDP85-00024R000500310017-4 YOU
AND YOUR JOB? (continued)

PRO

CON

"All.

View from the contractor's perspective. Meeting [redacted] and talking with him after hours. The after hours briefings were also very good. Meeting the other engineers from the various offices saved me almost 3 manyears of effort with respect to points of contact and unique practices of the various divisions.

STAT

On the second day of [redacted] lecture on the contractor's perception, organization and methods of operating."

STAT

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IV. FOR FUTURE RUNNINGS, WHAT ADDITIONAL TOPICAL AREAS WOULD YOU SUGGEST THAT MIGHT IMPROVE THIS COURSE AND MAKE IT MORE USEFUL/APPLICABLE? BE SPECIFIC.

PRO

"I really don't have the experience to make this recommendation.

There are many ways to run a contract. There are things to do and things not to do. Not having experience as a COTR, this course could summarize those points.

No change.

Some time spent on small projects with only one P.E. (COTR). Small dollars, short reaction times.

A discussion on how a contracting officer performs his duties once he is brought into a program."

CON

"Generally make the course more structured. Add more case studies with specific discussion points. Add more to the various mgt tools and when to use them.

More case studies and relationship with sub-contractors.

Include more "real" situations such as the guest lecturers presented for critique and review. Also the interworking between COTR and their representatives might be developed in more detail.

The COTR role in working with his management.

Software, small systems, small companies.

Briefing by a specific contractor or management firm on view of Govt COTR and Govt contracting team. A specific briefing on software engineering and SW management problems.

I would recommend a little more time on the industrial community--the contractor."

PRO

CON

"No.

I would like to see the course extended to four days with a half day set aside to read-- either the course book or other management material.

The tests.

None.

One.

I thought one of the highlights of the course was the case studies of the students. However, they should be prepared there and not before-hand.

No.

No change."

"List of regulations and where we get our authority. . . Some of the war stories.

I would suggest you replace []'s McSTAT night lecture with a more appropriate one.

The tests. Parroting back the reading and lecture material is a waste of everybody's time.

The student case studies were both good and bad.

Good in that it brought about a lot of exchange and specific questions. Bad in that I found it difficult to summarize the lessons to be learned in each case. I feel that a summary sessions could be more effective from the Government side.

Less attention to technical details (especially in guest lectures) would give more time for the philosophy of managing programs."

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VI. ARE THERE ANY ADDITI Approved For Release 2007/06/20 : CIA-RDP85-00024R000500310017-4

PRO

CON

"I do feel the two guest speakers add very much to the course because it put a lot of the theory into practice with personal nuances. This seminar was most timely for me to get the maximum amount out of it.

A. Both instructors were extremely interesting and made the information exchange very personal.

The case study portion added reality to this program as did the night time guest speakers.

I did enjoy meeting [] but the true highlight, in my view, was listening to []

[] This is an excellent course for GS11-12 with about 5 years experience.

Believe most of class has had interesting and educational experiences in managing contract:

1. I believe the individuals in the class had a lot to offer each other. I suggest each member prepare a contract related decision they had to make. In 15-20 minutes they could describe the situation and available options. The class could then discuss the options with the individual telling the option selected and results.

2. I also believe a little more emphasis should be placed on the mechanics of COTR. Particularly the reporting techniques and check points.

I enjoyed the course.

I would have liked to have had a discussion period with a senior DDS&T Staff rep, the deputy or better the Director of DDS&T. (More in terms of direction or philosophy versus a how-to type of discussion.)

The course is about on track--very valuable."

B. "The course material arrived only 2 days ahead of the class date. About 1 week ahead would have been helpful.

Don't make the agenda classified so that it can be easily carried around by the student!

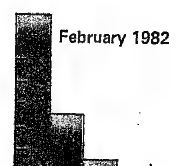
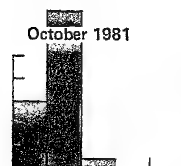
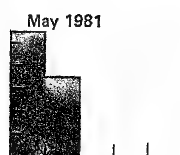
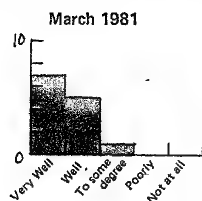
Better accountability exams."

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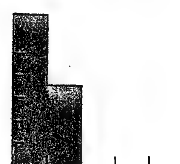
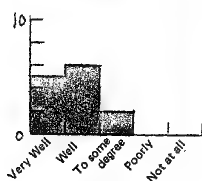
RELATIONSHIP OF THE GOVERNMENT ENGINEER TO THE INDUSTRIAL RESOURCE

EVALUATION SHEET RESULTS

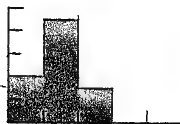
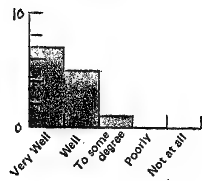
A. Be aware of the essential steps in contract development



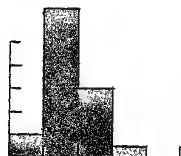
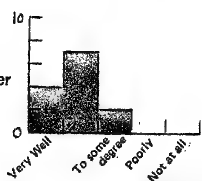
B. Understand your responsibilities as a government engineer when interfacing with your industrial supplier



C. Understanding the motivational factors of the supplying contractor to better evaluate their ability to provide your product



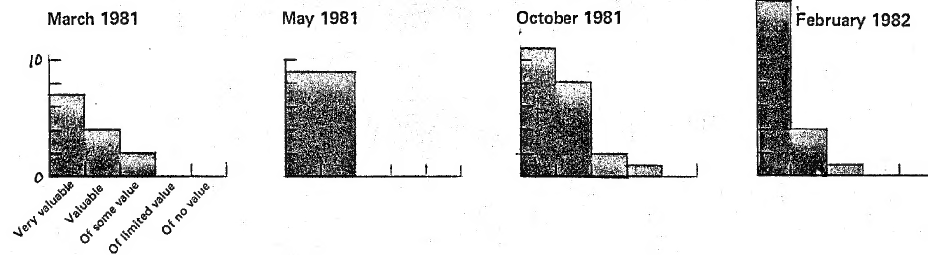
D. Understanding the organization of specific types of corporate entities and the pros and cons of one type vs another in obtaining a specific product or program



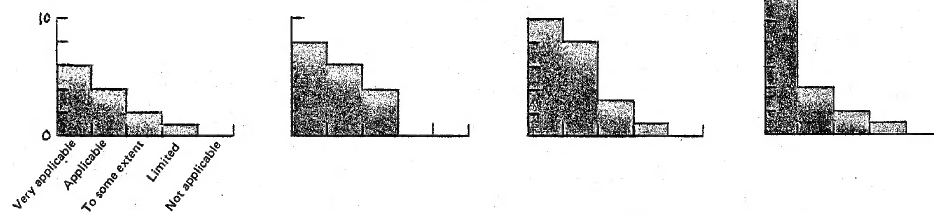
RELATIONSHIP OF THE GOVERNMENT ENGINEER TO THE INDUSTRIAL RESOURCE

EVALUATION SHEET RESULTS

E. Value of the seminar to you personally



F. Please rate the applicability and/or usefulness of the Seminar to your job



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INFO		ACTION		COMMENT		CONCURRENCE		PREPARE REPLY		RECOMMENDATION	
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ROUTING AND RECORD SHEET**SUBJECT:** (Optional)Annual Report on the DDS&T Conducted Engineering
Seminar on Program Management**FROM:**C/FMS/O/DD/S&T
6-E-44 Hdqrs. 4427**EXTENSION****NO.**

DDS&T-981-82

DATE

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TO: (Officer designation, room number, and
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